



Curriculum Vita

Jan 2026

Instructor: Mimi Li, Associate Professor of Applied Linguistics

Academic Department:

University Address: Department of Literature and Languages
David Talbot Hall 115
East Texas A&M University
PO Box 3011
Commerce, TX 75429-3011

University Email Address: mimi.li@etamu.edu

EDUCATION

Ph.D. in Second Language Acquisition/Instructional Technology (SLA/IT),
University of South Florida, Tampa, USA, 2014

- Dissertation: Small Group Interactions in Wiki-Based Collaborative Writing in the EAP Context (Dissertation Completion Award)
- Committee: Dr. Wei Zhu, Dr. Deoksoon Kim, Dr. Glenn Gordon Smith, and Dr. Janet Richards

M.A. in Foreign Linguistics and Applied Linguistics,
Sichuan University, Chengdu, China, 2008

- Major area: TESL/TEFL Methodology
- Thesis: Effects of Strategy Training on Peer Review in EFL Writing Classes

B.A. in English Language & Literature,
Sichuan Normal University, Chengdu, China, 2002

- Major area: English Education

TEACHING EXPERIENCE

List all previous teaching positions, including the names of the institutions, the position, and beginning and ending dates.

Aug. 2022- Pres: Associate Professor (tenured), Department of Literature and Languages, College of Humanities, Social Sciences and Arts, East Texas A&M University, Commerce, TX.

- Teaching graduate-level linguistics/applied linguistics/TESOL courses, directing the linguistics programs, and advising graduate students

Jan. 2018 –June 2022: Assistant Professor (tenure track), Department of Literature and Languages, College of Humanities, Social Sciences and Arts, East Texas A&M University, Commerce, TX.

- Taught undergraduate-level and graduate-level linguistics/applied linguistics/TESOL courses, and advised graduate students

Aug. 2015- Aug. 2017: Assistant Professor (tenure track), Department of Writing and Linguistics, College of Liberal Arts and Social Sciences, Georgia Southern University, Statesboro, GA.

- Taught undergraduate-level and graduate-level linguistics/TESOL courses and first-year writing; advised graduate students

Aug. 2014-May 2015: Visiting Assistant Professor, English Department, College of Liberal Arts, Marshall University, Huntington, WV.

- Taught graduate-level TESOL/applied linguistics courses and first-year writing; advised graduate students

Aug. 2009-May 2013: Graduate Teaching Associate, Department of Teaching and Learning, College of Education, University of South Florida (USF), Tampa, FL.

- Taught undergraduate-level ESOL courses; mentored graduate students in online teaching

Feb-Dec.2028: Chinese Instructor, Pittsburgh Chinese School, Pittsburgh, PA

- Taught Elementary Chinese to K-3 non-heritage learners

Sep. 2002- Dec. 2007: Lecturer, College of Fundamental Courses, Sichuan Normal University, Chengdu, China

- Taught and developed courses in English language skills and linguistics

PUBLICATIONS

Journal Articles

Li, M., Belpoliti, F. Taha, G, & Zhang, M. (2025, online first). World language teachers' practices of integrating ChatGPT into instructions: A positioning analysis. *Foreign Language Annals*.

Gjorevski, A., **Li, M.**, Cox, T. (2025). Exploring the Potential of ChatGPT for Evaluating English Essays in a Criterion-Based Assessment. *TESOL Quarterly*, 59, S251-S279

Cheng, D., **Li, M.** Lee, T. (2025). Leveraging ChatGPT for research writing: An exploration of ESL graduate students' practices. *Computers and Composition*, 76, 102934

Akoto, M., & **Li, M.** (2025). Exploring collaborative digital multimodal composition: Interaction patterns and texts in the French as a Foreign Language context. *System*, 129, 103583

Li, M. (2024). Leveraging ChatGPT for second language writing feedback and assessment. *International Journal of Computer Assisted Language Learning and Teaching*, 14(1), 1-11.

Han, J., & **Li, M.** (2024). Exploring ChatGPT-supported teacher feedback in the EFL context. *System*, 126, 103502.

Li, M., & Zhang, M. (2024, online first). Embedding digital literacies in the language teacher education curriculum. *CALICO Journal*.

Li, M., Gibbons, J., N. Pham. (2023). Re-exploring writer-reader interaction: Analyzing metadiscourse in EAP students' infographics. *Journal of English for Academic Purposes*, 66, 101303.

Li, M., Gibbons, J., & N. Pham. (2023). Examining visual metadiscourse in EFL students' infographic posters. *CALICO Journal*, 40(3), 289-312.

Zhang, M., & **Li, M.** (2023). Collaborative reading for writing: an innovative task in academic settings. *Computer Assisted Language Learning*, 1-36.

Zhao, J., & **Li, M.** (2023, online). Integrated instruction of appraisal theory and rhetorical moves in literature review: An exploratory study. *International Review of Applied Linguistics in Language Teaching*.

Li, M., & Zhang, M. (2023). Collaborative writing in L2 classrooms, a research agenda. *Language Teaching*, 56(1), 94 –112.

Zhang, M., Akoto, M., **Li, M.** (2023). Digital multimodal composition in post-secondary L2 settings: A review of the empirical landscape. *Computer Assisted Language Learning*, 36(4), 694–721.

Li, M. & Dell-Jones, J. (2023). The same content, different products: TESOL Students' linguistic knowledge representations in a multimodal project. *Computers and Composition*, 67, 102754.

Li, M. & Li, J. (2023). Using the social annotation tool to motivate students' curriculum-based academic reading and collaborative learning. *Journal of Computer in Education*, 10(2), 377-401.

Miller, L. & **Li, M.** (2022). Technology and teacher education. Interview with experts. Special issue co-edited by Gavin W and Lindsay Miller.

Li, J. & **Li, M.** (2022). L2 writing assessment in the digital age: opportunities and challenges. *Journal of Second Language Writing*, 57(8), 100913

Li, M., & Pham, Q. N. (2022, online first). Three heads are better than one? Students' digital multimodal writing completed collaboratively vs. individually. *Language Teaching Research*.

Pham, Q.N. & **Li, M.** (2022, online first). Digital multimodal composing using Visme: EFL students' perspectives. *The Asian-Pacific Education Researcher*.

Li, M., & Akoto, M. (2021). Review of recent research on L2 digital multimodal composing. *International Journal of Computer-Assisted Language Learning and Teaching*, 11(3), 1-16.

Zhang, M., Gibbons, J., **Li, M.** (2021). Computer-mediated collaborative writing in L2 classrooms: A systematic review. *Journal of Second Language Writing*, 54, 100854

Li, M. (2020). Multimodal pedagogy in TESOL teacher education: Students' perspectives. *System, An International Journal of Educational Technology and Applied Linguistics*, 94, 102337.

Cheng, D. & **Li, M.** (2020). Screencast video feedback in online classes. *Computers and Composition*, 58, 102612.

Gibbon, J. & **Li, M.** (2021). Review of doctoral research on second language writing and technology in the USA (2010-2019). *Language Teaching: Surveys and Studies*, 54, 273–291.

Kim. D., & **Li, M.** (2021). Digital storytelling: Facilitating learning and identity development. *Journal of Computers in Education*, 8(1), 33-61.

Li, M. (2018). Computer-mediated collaborative writing in L2 contexts: An analysis of empirical research. *Computer Assisted Language Learning*, 31(8), 882-904.

Li, M. (2018). Online peer review using Turnitin PeerMark. *Journal of Response to Writing*, 4(2), 99-117.

Li, J., & **Li, M.** (2018). Turnitin and peer review in ESL academic writing classrooms. *Language Learning & Technology*, 22(1), 27-41.

Li, M., & Li, J. (2017). Online peer review using Turnitin in First-Year Writing classes. *Computers and Composition*, 46, 21-38.

Li, M., & Storch, N. (2017). Second language writing in the age of CMC: Affordances, multimodality, and collaboration. *Journal of Second Language Writing*, 36, 1-5.

Li, M., & Zhu, W. (2017a). Explaining dynamic interactions in wiki-based collaborative writing. *Language Learning & Technology*, 21(2), 96-120.

Li, M., & Zhu, W. (2017b). Good or bad collaborative wiki writing: Exploring links

between group interactions and writing products. *Journal of Second Language Writing*, 35, 38-53.

Li, M., & Kim, D. (2016). One wiki, two groups: Dynamic interactions across ESL collaborative writing tasks. *Journal of Second Language Writing*, 31, 25-42. (JSLW 2016 Best Article Award)

Li, M. (2013). Individual novices and collective experts: Collective scaffolding in wiki-based small group writing. *System, An International Journal of Educational Technology and Applied Linguistics*, 41(3), 752-769.

Li, M. & Zhu, W. (2013). Patterns of computer-mediated interaction in small writing groups using wikis. *Computer Assisted Language Learning*, 26(1), 62-81.

Smith, G., **Li, M.**, Drobisz, J., Park, H., Kim, D., & Smith, S. (2013). Play games or study? Computer games in eBooks to learn English vocabulary. *Computers & Education*, 69, 274-286.

Li, M. (2012a). Mediated processes in writing for publication activity: Perspectives of Chinese science postdoctoral researchers in America. *Asian ESP Journal*, 8(2), 117-140.

Li, M. (2012b). Use of wikis in second/foreign language classes, a literature review. *CALL-EJ*, 13(1), 17-35.

Li, M. (2012c). Politeness strategies in wiki-mediated communication of EFL collaborative writing tasks. *IALLT Journal*, 42(2), 1-26.

Li, M. (2009). Adopting varied feedback modes in the EFL writing class. *Sino-US English Teaching*, 7(1), 60-63.

Refereed Book Chapters

Li, M., & Jiang, L. (2025). Research paradigms in CALL teacher education and professional development. In L. McCallum & D. Tafazoli (eds.), *The Palgrave encyclopedia of computer-assisted language learning*. Palgrave Macmillan.

Li, M., & Jiang, L. (2024). Digital multimodal pedagogy in teacher training. In R. Hampel & U. Stickler (eds.,) *Bloomsbury handbook of language learning and technology* (pp. 446-459). Bloomsbury.

Zhang, M., & **Li, M.** (2023). Collaborative writing in face-to-face and computer-mediated L2 settings: A methodological perspective. In M. Li., & M. Zhang (eds.), *L2 collaborative writing in diverse learning contexts*. Amsterdam/Philadelphia: John Benjamins.

Akoto, M., & **Li, M.** (2022). Exploring the processes and products of collaborative multimodal writing in a French FL class. In J. Colpaert, & G. Stockwell (eds.), *Smart CALL: Personalization, Contextualization, and Socialization* (pp. 207–232). London, Castledown Publishers.

Li, M. (2021). Participation and interaction in wiki-based collaborative writing: An activity theory perspective. In P. Garcia Mayo & A. Imaz Agirre (Eds.), *Working collaboratively in second/foreign language learning* (pp. 227-248). Berlin, Germany: De Gruyter Mouton.

Li, M. (2020). Languaging in wiki-based collaborative writing: Functions and mediating factors. In N. Storch & S. Wataru (Eds.), *Languaging in Language Teaching and Learning: A Collection of Empirical Studies* (pp. 149-169). Philadelphia, PA: John Benjamins.

Li, M., & Dell-Jones, J. (2014). Innovative wiki ways: Engaging students in collaborative writing processes. In S. Li & P. Swanson (Eds.), *Engaging language learners through technology integration: Theory, applications, and outcomes* (pp. 210-235). Hershey, PA: IGI Global.

Invited Book Review

Gjorevski, A., & **Li, M.** (2023). Book review of Child L2 writers: A room of their own. *TESOL Quarterly*.

Journal Special Issue Co-Editor

Digital multimodal composing and TESOL in the GenAI era. *TESOL Quarterly* 2026 Special Issue. Co-editing with Lianjiang Jiang.

L2 Writing Assessment in the Digital Age. *Journal of Second Language Writing* 2022 Special Issue. Co-edited with Jinrong Li.

Second Language Writing in the Age of Computer Mediated Communication. *Journal of Second Language Writing* 2017 Special Issue. Co-edited with Neomy Storch.

Book Projects

Li, M. (2022). *Researching and teaching second language writing in the digital age*. Palgrave Macmillan/Springer.

Li, M. & Zhang, M. (2023). *L2 collaborative writing in diverse learning contexts*. John Benjamins.

Li, M., & Storch, N. (2025). *Implementing collaborative writing in multilingual classes*. University of Michigan Press.

Li, M., & Han, J., & Taha, G. (under contract, to be published in Spring 2026).

Leveraging ChatGPT for L2 writing feedback, assessment, and instruction (a Cambridge Elements digital monograph series on Generative AI in Education edited by Mark Warschauer). Cambridge University Press.

Jiang, L., & Li, M. (in progress). *GenAI-assisted second language education through digital multimodal composing*. Routledge.

RESEARCH GRANTS AND AWARDS

(This section is **optional**.) List significant grants and awards relevant to the academic positions held including full citation data for each entry.

Format:

Date, Grant Project Title, Awarding Entity, Amount Awarded

International and U.S. National

2023 & 2024 Global Top 2% Most-Cited Scientists in Linguistics, Standford.

2023-2024 Research Priorities Grant, "World language educators' experience on using ChatGPT for teaching: A narrative inquiry". ACTFL. (\$3800, single awardee)

2023-2024 Research Priorities Grant, "Exploring collaborative assessment of digital multimodal composition in the foreign language learning context". ACTFL. (\$3800, with M. Akoto)

2017 "2016 Best Article Award" (\$300, with D. Kim), "One wiki, two groups: Dynamic interactions across ESL collaborative writing tasks," Journal of Second Language Writing, Elsevier. (\$200)

2013 Ursula Williams Graduate Student Conference Grant, International Association for Language Learning Technology (IALLT), Ft. Lauderdale, FL. (\$500)

East Texas A&M University

Fall 2024 Faculty development leave (sabbatical)

2023-2024 Research- Ceaseless Industry Award, Faculty Senate (\$500)

2022 Paul W. Barrus Distinguished Faculty Award for Teaching (\$2000)

2021 Dr. Augustine "Chuck" Arize Junior Faculty Award

2021 Faculty Travel Grant (\$900), Department of Literature and Languages

2020 AHSS Research Grant (\$4000 accepted to support my Palgrave Macmillan book project)

2020 Teaching-Technology Award, Faculty Senate

2019 Faculty Development Grant (\$700), Faculty Senate
2019 Faculty Travel Grant (\$700), Department of Literature and Languages

Georgia Southern University

2016 Online Course Development Award (\$2,000), Centers for Teaching and Technology
2015 Faculty Travel Grant (\$1,300), Department of Writing and Linguistics

Marshall University

2014 INCO Faculty Grant (\$500), Faculty Senate
2014 Faculty Travel Grant (\$600), English Department

University of South Florida

2013-2014 Dissertation Completion Fellowship (\$15,000)
2014 Conference Presentation Grant (\$500), the Graduate and Professional Student Council
2009-2013 The Leslie C. Robins Dean's Excellence Awards (\$20,000) for outstanding doctoral students, College of Education
2011-2012 Magie Halluska Book Scholarship (\$2,500), College of Education
2011-2012 Conference Presentation Grant (\$1,000), the Graduate and Professional Student Council.
2010 Excellence Award in ResearchOne Week Graduate Research Symposium (\$200), Graduate School